



PROMETHEUS

*He gave man speech, And speech created thought,
Which is the measure of the universe.*

Vol. II Issue III

Greenfield Community College

December, 1963

Browsing

The Book Shelf



Two summers ago, books were coming to the G.C.C. library by the boxes from the State House in Boston. Three thousand books composed the first collection. Since that time the library has grown to five thousand five hundred volumes. Orders are constantly being sent out for additional books.

The library also houses 65 periodicals, three newspapers, and two hundred records. The reference shelf contains four general encyclopedias, plus others on religion, science, and so on. It has a five-set atlas by the London Times.

Some of the latest books of interest which have just arrived are: *Popular Ballad*, *College Teaching*, *Man in Society and Disaster*, *Japanese Painting*, and the *Dictionary of American Slang*.

Recently a bulletin board was installed near the west door. Its main use will be for the posting of an "overdue" book list and notices for reserved books which have come in for students who wanted them.

On the humorous side, the library also has the following books:

Psychology by Boring

Birds by Wing

Physics by Dull

Crime Problems by Reckless

Christmas vacation hours at the library are: Friday, Dec. 27, Monday, Dec. 30, and Tuesday, Dec. 31, one - five in the afternoon.

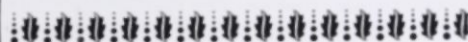
Students are reminded that no one will be allowed to study in the library who constantly disturbs others who are working.

Janet Mowry



FOR THE

COMING YEAR



New T.V. Series

On the second Thursday evening of each month, a program is telecast on WRLP, Channel 32. The T.V. station has donated the time for this program whose objective is to acquaint the regional people with the college. The director of the station, Mr. James Marlowe, and Dr. Turner act as host and moderator for the program which lasts from 7:15 to 7:30 p.m.

The first program was held in Nov. At this time President Taylor spoke on the mission of the college, and gave general information concerning the college. During the second presentation, Miss Franklin, director of nursing; Miss Ching, also of the nursing program; and Miss Mary Pratt, a nursing student, attempted to acquaint the general public with the college nursing program, its content, admission requirements, and curriculum.

In the future, programs will most likely include discussions on other courses of study and student activities with the participation of student groups.

Interested students with ideas are encouraged to contact Dr. Turner.

Elaine Matuszek

President's Message

On its third try Newton Junior College became the first publicly-controlled community college in New England to become *accredited* by being admitted to the New England Association of College and Secondary Schools.

Students, faculty, townspeople, local government got together to remedy the deficiencies found on the first two tries. Unflinching mutual support has turned the trick. It has taken 17 years. Hats off to Newton — despite its \$400 per year tuition.

Can we learn from the Newton experience? Do people ever learn from history? Or must each individual and each organization go through the experience of the human race to learn that fire burns, that hate destroys, that education is work, that *amor omnes vincit*.

The big question that NEACSS asks is, how well does the college achieve its stated mission? (Check pp. 2-3 in new Information Bulletin if you've forgotten — heaven forbid!) Our visitors would determine their answer by giving us a penetrating job. Can and do we act together with good-will in getting things done?

Are you learning and storing up attitudes, skills, and knowledge so that you're going to be ready to meet the demands for your next educational and vocational job? Are you getting learning and earning into balance? Can you answer the questions that follow: Why am I here? Are you here in body as well as in mind?

Of course you are! And Merry Christmas, too. If not, you've got a stocking full of problems with a month in which to solve them.

Walter M. Taylor, President

Make Dance Reservations Now. . . .

See Bob, Bill, or Lee

Deans List Ahead

While behavioral scientists labor to unravel the mysteries of learning, whether art or science, process or product, students face a more immediate problem. They pinpoint their problems by such statements as, "I study math, but I just can't get it," or "I think I know the material, but when the quiz comes, I draw a blank."

Most students do face problems in study and learning. Poor study habits, insufficient time, inadequate background, and impotent motivation are usually involved. An individual diagnosis and evaluation by a trained counselor would be helpful, however, most serious students can initiate self-improvement practices. If you really desire to increase your learning efficiency and, in time, reap better grades, try the following suggestions:

Daily Preparation: Study the lesson before each class meeting, do the required written work, list questions you need answered for complete understanding. Pay close attention during class. The burden is on the student to squeeze everything he can from a lecture. Rewrite your lecture notes soon after class, putting them in good order and filling in where necessary.

Cumulative Review: Review your material from the beginning of the course at least once a week. Such periodic maintenance of skills and knowledge will pay large dividends on final exams. **Attention to details:** In content subjects, especially, list new vocabulary and consult dictionary for meaning, note important people and why they are important, do the same for places, events, quotations, etc. Details can be more effectively learned and retained if meaningful associations can be formed.

Frequent review, self-recitations, and putting into writing strongly reinforces what is learned. Specifics are often not available for recall because of inadequate strength of learning in the first place.

Attention to Generalization: Identify theories, principles, trends, themes, assumptions, etc. and be prepared to explain. In practice, do explain this generalized knowledge orally and then write it down. Compare your responses with what is correct — do not practice what is incorrect.

Application: Learning involves doing. Skills require frequent practice and evaluation in a variety of situations. Knowledge and understanding, once acquired, should be used — in future

study, in formal discussions, self-recitation, and reflection.

The road to more effective study and better grades is marked by several guideposts:

- (1) Effective Daily Preparation.
- (2) Cumulative Review
- (3) Attention to Details
- (4) Attention to Generalizations
- (5) Application in a variety of contents

Dean Turner

Loop Hole

To what extent does the President have to be disabled before the Vice-President succeeds to the presidency? Some constitutional scholars believe that the vice-president should merely act as president temporarily; others believe that the vice-president in fact should become the President of the United States.

However, who should decide when a President is unable to discharge his duties? Who is to decide when a president is ready to assume his duties again? These are the questions which can only be properly answered in the form of an amendment to the Constitution if we are to have a stable procedure in governmental activities.

During the administrations of Presidents Garfield and Wilson, the American government was paralyzed. We can't afford to have this happen again today.

Bethany Lively

CHRISTMAS DANCE

What? Dance & Smorgasbord
When? December 28
Time? 7:00 p.m. Smorgasbord
 8:00 p.m. Music starts
Where? The Gables
Dress? Semi-formal
Cost? \$5 per couple
 See you there!

PROMETHEUS

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Christmas Spirit

In the midst of this Christmas season we are all strangely aware of the courtesy and politeness of all the people we know. That salesgirl who never seems to find your correct size and color, suddenly has become efficiency with a smile. The postman for the first time all year asks you every afternoon if you have any packages he can carry to the post office for you. And what about your neighborhood Scrooge miraculously tipping his newsboy two weeks in a row?

These incidents are more than just coincidence. They are the result of that annual virus from the North Pole known as *Christmas Spirit*. It seems to infect the most unlikely individuals and makes their behavior not only astonishing, but benevolent.

However, in all this lovely circle of smiling, laughing, and curtsying one sad remembrance comes to mind. By January the *Christmas Spirit* has vanished.

The causes are numerous; gift exchanges, and shedding Christmas trees are first. Then there is the cold stalled motor the morning after a freeze; the chapped hands which turn a horrible shade of blue while taking the outside Christmas lights down, and the family's favorite bulb smashed by the frisky feline.

For any normal Christmas lover these events preceed the cure of the *Christmas Spirit* virus. After this everything looks about normal again. The same salesgirl gives you a blue scarf instead of the red one you asked for. The postman only delivers his letters, and old neighborhood Scrooge hasn't given his newsboy a tip for six weeks now. So the virus has been located, attacked, and destroyed. And until the next season of Christmas, no one will be infected by that wonderful virus — *Christmas Spirit*.

Pamela Metaxas

Education

One of the objectives of American educators is to teach the student how to live in his environment and how to get along with his fellow human beings.

I feel it would be more profitable for the student if he could spend more of his time working in realistic situations rather than in the artificial atmosphere of the class room. The experiences from which students learn the most are their

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A Challenge

Communists believe they have a destiny. Their destiny is to create a new world and regenerate mankind. To do this they must conquer the world, shatter the Capitalist system, and, by Communist dictatorship, establish the regenerative environment of Socialism. This new environment will rear the young to perfection.

Most people, watching the military preparations of the Communists, noting the enormous percentage of their budget devoted to military objectives, observing their ruthless, brutal repression of any attempt by their captive nations to secure freedom, classify the Communists as blatant hypocrites. This is far from the truth. The Communists are not hypocrites. They are sincerely and genuinely dedicated to peace. If you gave a mature Communist a lie detector test and asked him if he desired peace with all his heart, he would pass with flying colors. They live for peace; they long for peace; they would willingly die for peace.

What is this "peace" which they desire? During the war against Japan, most Americans undoubtedly wanted peace. Peace was the thought that confronted mothers whose sons were in danger on distant battlefields; peace was the word with sustained wives, lonely and anxious without their husbands; peace was the goal that motivated servicemen who knew the boredom, the loneliness, and the danger of war. Had they been asked to define peace, they would doubtlessly have described it as the termination of hostilities in the defeat of the enemy by the allies. Not under any circumstances would victory by Japan have been termed peace. To the American people, peace meant only one thing — American victory. The Communists believe they are at war. They desire "peace" with all their hearts. But to them, peace is the golden consummation when the progressive force of Communism totally overwhelms American imperialism and climaxes in Communist world conquest. By definition, "peace" is Communist world conquest.

Communism denies the existence of God, the difference between soul and body, survival after death. It advocates the class struggle with its consequent hate and destruction, and orders the annihilation of all its opponents. It strips man of his liberty, robs human personality of its dignity, and removes all moral restraints. It does not recognize the rights of the individual in his

relations to the collectivity; it rejects all divinely-constituted authority. It eradicates all forms of private property, which it declares the origin of all economic enslavement. It scouts the notion of an indissoluble marriage tie, and confines the care of home and children to the State. It drafts individuals for the labor of the collectivity with no regard for their personal welfare. Its leaders aim at the mastery of the world by revolution, and, unhindered by the Ten Commandments, are open enemies of all democratic governments.

We and our families pay a high price because some people in this world believe in Communism.

First, there is the money cost. Perhaps a third to a half of our families U. S. tax bill is the cost of Communism. It is the cost of billions of dollars worth of guns, missiles, ships, and planes to defend our country and our allies. The purpose of all these arms is to keep the Free World strong — in case of a Communist attack.

We also have other costs to pay. Most boys will probably spend a part of their lives in the armed forces. That, too, is part of the cost of defending our nation against Communism. But there will be a far higher price to pay if freedom loses its struggle against Communism.

For one thing, Communists would jeer at us if we went to church. They would say there is no God. Perhaps they would close churches altogether.

The ideas of Communism would be drilled into us from the first grade up. School books would be full of praise of Communism and its leaders. We would never get a chance to find out how Communism compared to other systems, for libraries would have few if any books from the Free World. Teachers would tell about crimes and strikes and other troubles in the Free World, but not the good things of life under freedom.

The Communist government would forbid us to listen to radio and television programs from the Free World. If we should receive mail from abroad, we would show it only to trusted friends. If we should happen to meet a foreigner, we probably would not dare invite him to our home. Someone might get suspicious and call the police. People suspected of opposing Communism would sometimes be whisked away, and possibly not returned.

We might not have much to say about our career. The Communist leaders might decide that they need an

extra supply of engineers or laboratory workers or plumbers. We may be one of a group picked for training in one of these jobs, and perhaps be sent to some faraway part of the country to work. If we opposed Communism we might have a hard time getting any job at all except hard laboring work.

When we were old enough to vote we would have no real choice in elections. That is because one party — the Communist Party — would choose all the candidates. They would all be Communists or loyal followers of Communism.

To most people, Communism is still a long way off. It is causing a lot of trouble in many parts of the world, but it does not present, as far as they can see, a real, immediate threat to themselves or to their families.

The power of the individual is limitless. The time has come for people to cease looking for great organizations far off, and to began looking for things that can be done close to home. Every man who invites a friend into his home, gives him literature to read and informs him of the danger, is helping to thwart the Communist program. The powers of multiplication are limitless. The principle on which to work is the recruitment of individuals one by one on a basis of knowledge, understanding, and motivated service.

Let us defend our rights—protect the right of our fellow-citizens, and keep our nation strong. Then our liberties will be secure, and America will be impregnable to Communism. Communists are not born; they are made. They are being formed constantly on the campuses of the world. As long as youth is disillusioned, materialistically orientated and spiritually unfulfilled, there will be no dearth of Communist recruits. Herein lies our greatest challenge. Eyes that see and minds that think must merge with hearts that love freedom, to meet this challenge.

Cynthia Gray

Quoth The Thog

1. *Progress always involves risk. You can't steal second base and keep your foot on first.*
2. *If a nation expects to be ignorant and free, it expects what here was and never will be.*
3. *Bomb Shelter: An artificial tomb prescribed by the state for the purpose of saving public face.*

Untitled

My soul cries for God,
But its screams are muffled
He cannot hear the cries.

My cause is freedom
But no men follow
Its high and tattered banner.

The apple blooms, the bird
calls,
The lemon is sour,
the look in a lover's eyes;
All these I call God.

Love is freedom and slavery,
spirit and flesh,
It is beauty and ugliness,
happiness and sadness;
I say it is God Himself.

My cause is freedom
But no men follow its high
and tattered banner.
My soul cries and He cannot
hear.

If I be a man, then I must
ride the storm;
My soul craves freedom
And God cannot hear.

If freedom is my cause,
then its banner I must
bear,

I must seek, in the hope to
find

Someday men will be free,
And the gods will no longer
laugh,

And the fowl of the air,
animals of the earth,
and fish of the sea,

Will look in awe;
My soul will hush,
And God will hear,
The tattered banner will fly,
And Zeus himself would dare
not cast it down,
And all men will know their
meaning.

Osric

Opportunity Knocks

EAST LANSING, MICH. — For most American college students, summer is a time of either gainful employment or uninterrupted leisure. But for the approximately 250 students who will participate in Michigan State University's AMLEC program, the summer of 1964 will be a time of language study and travel in Europe.

AMLEC, the American Language and Education Center, cooperates

with a non-profit Swiss foundation to offer college students an inexpensive opportunity to study Spanish, German, French, and Italian, while immersed in the culture and daily life of the countries in which these languages are spoken.

During the summer of 1963, 243 students, representing 64 American colleges and universities, participated in the MSU program. They spent six weeks studying language and culture, and then travelled for three more weeks before returning home.

F. J. Mortimore, AMLEC director, reports that, "American university students are perhaps the best goodwill ambassadors this country can send abroad.

"European students with whom the Americans attended classes and social functions were nearly unanimous in their praise of our students."

Commenting on the educational benefits for American students attending the program, Mortimore observed that, "the students returning with me from Europe were a great deal more sophisticated than the students whom I had taken to Europe only nine weeks earlier."

Further information regarding this MSU summer language program can be obtained by writing AMLEC, Michigan State University, East Lansing, Michigan.

EDUCATION—

(Continued from Page 2)

own, not those they read about in textbooks.

Students are taught values and principles while in school, which are difficult to find practiced anywhere.

The "cruel" world doesn't operate in the way which books say. You cannot tell your manager what you think of his business practices without fear of losing your job. You will find that people will often take action without thinking of the affects.

Situations such as these are bound to create a turmoil in the student's mind. A student must have more exposure to life as it really is, so that he can better adjust to it now. He must learn the real limitations of his freedoms and be prepared to live with them.

Peggy Palmer



THAT BOOSTER SHOT SURE HELPS!

